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ABSTRACT

Providing continuity in education and the opportunity to study in an environment conducive to learning was the first priority of Utah's Migrant Education program during fiscal year 1981. Operating in 10 districts, 29 teachers and 27 aides (almost all bilingual) served 547 children, kindergarten through grade 12, with 86% being elementary students. Children served were 83.4% Hispanic, 9% American Indian, 7.3% Asian, and .3% Anglo. Critical components present in each project were reading, mathematics, language development, physical and recreational education, and career, cultural, and vocational awareness. Twenty percent of the migrant students were involved in direct vocational learning consisting of welding, sewing, and auto mechanics classes. All grades K-10, except grades 2, 6 and 8, were successful in obtaining a 2-month average gain in reading, math, and spelling. Nine health screening clinics examined 320 migrant students and identified those requiring follow-up physical, audio, eye, and dental services. More than 300 students were served daily breakfasts, lunches, and snacks through federal food programs. Parents were involved in the 1981 program through state or local parent advisory council participation, classroom visits, field trip supervision, teacher conferences, school social function attendance, aide or volunteer service, or recruiting efforts. (NEC)

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UTAH Migrant Education

1981 Evaluation Report

Utah State Office of Education

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ANNUAL EVALUATION REPORT

MIGRANT EDUCATION

FY 1981

UTAH STATE OFFICE OF EDUCATION

250 East 500 South
Salt Lake City, Utah 84111

Walter D. Talbot
State Superintendent of Public Instruction

Jerry Ortega, Director
Migrant Education

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FOREWORD

This evaluation report was prepared under the authority of the U. S. Department of Education Public Law 89-10 as amended.

While it is a federal requirement to compile and submit this report, Utah's Migrant Education program is planned to be one that is conducive to meeting the needs of the migrant child. To do this and to evaluate its effectiveness, this report has been prepared by the gathering of information from the following areas: curriculum, testing instruments, teaching methodologies, and support services.

The Utah State Office of Education recognizes its responsibilities to migrant children and strives to provide the necessary leadership and support to local education agencies. In meeting the needs that arise and the many challenges that must be met, commitment to the continuance of education and support services to migrant children will be maintained in providing quality programs in the State of Utah.

Walter D. Talbot
State Superintendent
of Public Instruction

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INTRODUCTION

Utah's Migrant Education program provides educational services for the children of migrant parents regardless of ethnic origin. Initiated in 1968, Utah's migrant project now operates in ten districts throughout the state (See Table 1) coordinating activities through local education agencies.

Aware of the needs of migrant children and their plight for equal education, Utah's wholistic educational approach attempts to provide the migrant child with a well-rounded program of academic skills infused with recreational, vocational and cultural activities.

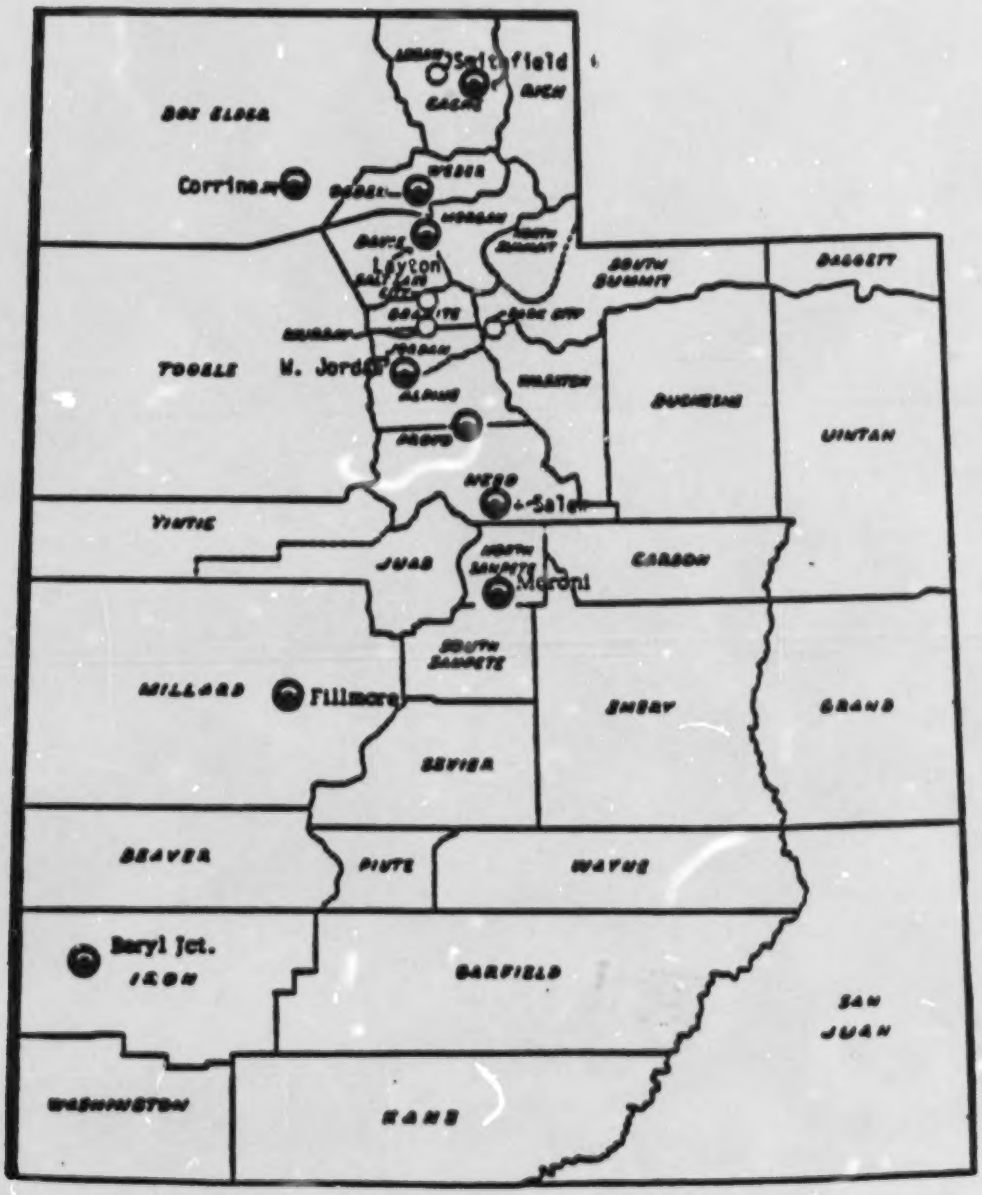
Children served by Utah's Migrant Education program come from diverse areas, primarily Texas, California and Mexico, and from various ethnic groups - Spanish, Asian, Navajo and Kickapoo. Their stay in the state varies from several days to several years. Mobile lifestyles present professional and migrant support service staff with the challenging and sometimes difficult job of meeting these children's needs.

With this in mind, educational and support services reach migrant children through summer programs. Local education agencies provide the vehicle for the implementation of migrant education. Projects are administered by the State Office of Education, which provides the following functions: leadership, monitoring, evaluation, inservice training, MSRTS (a data collection system) and the coordination of LEA projects.

Providing continuity in education and the opportunity to study in an environment conducive to learning is the first priority of Utah's Migrant Education program in meeting these children's total educational needs.

TABLE 1

LOCATION OF MIGRANT PROGRAMS



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IDENTIFICATION AND RECRUITMENT

Identification and recruitment of migrant children is important in Utah's Migrant Education program. How to identify migrant children and facilitate the transfer of education and health information is critical to a properly managed project. The MSRTS (Migrant Student Record Transfer System) was developed with this in mind and is used to provide continuity in information transfer that is often not available due to their transient life style.

The need for identification and recruitment is continual. To help fulfill this need (1) a statewide terminal operator is located at the SEA who trains local LEA clerks and who transmits appropriate data to Little Rock, Arkansas (the Databank for MSRTS information) and (2) a statewide migrant workshop was held May 14, 1981 where national and local professionals presented "how to's" and helpful suggestions relating to content and purpose of identification and recruitment (See Table 32 for evaluation of annual state workshop).

To enhance recruitment efforts contact with the Utah Migrant Council, news agencies and local and state agencies was maintained through in-service training, written communication and dissemination of appropriate literature. Examples were:

1. KTVX (Channel 4 TV) aired a video segment on migrant workers in the field where education was stressed by migrant parents as an important aspect in their children's lives. Video segments of "The Migrant Worker" were shown to migrant parents during local PAC meetings in an effort to strengthen recruitment.

2. A parent handbook was developed with the migrant parent in mind. It was written so that those who had difficulty in reading could understand why there are migrant programs and why they have been established for their children.

3. Coordination with the Utah Migrant Council and other state and local agencies was an integral part of Utah's Migrant program in providing continuity in needed services, i.e., health, food, housing, etc.

While it was projected that an increased enrollment would occur during the program period described in this evaluation, the actual number of students identified and served fell within the normally expected range. Factors contributing to this situation were (1) migrant children settling out; (2) inflationary times; and (3) decline in farming acreage.

The State Education Agency plans to continue emphasizing identification and enrollment so that all migrant students who reside in the State of Utah will have the opportunity for migrant education and needed support services.

CHILDREN SERVED

Children participating in the program were largely the children of agricultural workers. Utah has no migrants involved in fishing activities for employment purposes. As shown in Table 2, 57% of migrant children have a 5-year status[1], while 43% are considered currently migratory.

TABLE 2

MIGRANT STATUS

	CHILDREN SERVED	PERCENT OF TOTAL
Interstate	188	9
Intrastate	48	34
5-Year Status	311	57

It should be noted that the 5-year migrant figure fluctuates from year to year. Children now classified with a 5-year status may again be in the migrant stream as the year progresses.

The majority of migrant students were Hispanic (83.4%) with the remainder (16.6%) coming from other ethnic groups as shown in Table 3.

Children served by the migrant program, kindergarten through grade 12, totaled 547 (See Table 4 for grade level of migrant students). Eighty-six percent were enrolled in elementary school and 14% comprised grades 7-12. The latter figure reflects the migrant family mobile life style. As children grow older they are expected to work to help sustain the family.

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[1] 5-year Status - A child who has been an interstate or intrastate migrant, but who has ceased to migrate within the past five years and now resides in an area in which a migrant education project is provided.

TABLE 3

MIGRANT ETHNIC STATUS

ETHNIC ORIGIN	NO. OF STUDENTS	PERCENT OF TOTAL
Hispanic	456	83.4
American Indian	49	9.0
Asian	40	7.3
Anglo	2	.3
TOTAL	547	100.0

TABLE 4

GRADE LEVEL OF STUDENTS

GRADE	MALE	FEMALE	TOTAL NUMBER	PERCENT OF TOTAL
K	54	58	112	20.5
1	38	23	61	11.2
2	47	39	86	15.6
3	39	35	74	13.7
4	20	30	50	9.1
5	26	24	50	9.1
6	17	20	37	6.8
Sub-Total	241	229	470	86.0
7	26	19	45	8.2
8	10	8	18	3.3
9	1	3	4	.7
10,11 & 12	4	6	10	1.8
Sub-Total	41	36	77	14.0
TOTAL	282	265	547	100.0

The State Education Agency will continue its commitment to provide programs for older migrant students. Efforts have and are being made to provide programs in sewing, work studies, evening programs, welding and vocational awareness to entice secondary migrant students to enroll in summer programs.

An alternate view that reflects the number of students served is the student average daily attendance. In Table 5 the majority of LEAs showed a figure exceeding 50 percent with an average daily attendance of 62 percent. The highest average daily attendance was 87 percent. Attendance shows that migrant students were actively involved in educational and other support activities relating to the quality of the Migrant Education program.

TABLE 5

AVERAGE DAILY ATTENDANCE

LEA	NUMBER IN PROGRAM	A.D.A.	PERCENT
Ogden	106	69.95	66
Nebo	89	44.50	50
Box Elder	78	58.80	75
Jordan	78	46.19	59
N. Sanpete	76	31.40	41
Millard	39	33.93	87
Davis	34	27.15	80
Cache	24	14.40	60
Beryl	23	15.00	65
AVERAGE	547	341.27	62

BASIC SKILLS

Migrant Education in Utah provides programs that are conducive to appropriate educational learning. To do this and to maintain programs that are appealing to both migrant parents and their children, certain critical components are present in each migrant project: reading, math, language development, physical and recreational education, career, cultural and vocational awareness.

As shown in Table 6, 92 percent of the migrant children were involved in direct basic educational services, while 70 percent and above received other educational services. It should be noted that 20 percent of the migrant students were involved in direct vocational learning consisting of welding, sewing and auto mechanic classes.

TABLE 6

EDUCATIONAL SERVICES
(Duplicated Count)

	NUMBER SERVED	PERCENT OF TOTAL
Reading	502	92
Math	502	92
Language Development	502	92
Physical & Recreational Ed.	502	92
Career Awareness	385	70
Cultural Awareness	421	76
Vocational Learning	105	20
Field Trips	341	62

All LEAs provided migrant children with approximately five to seven field trips during the duration of their six to eight week summer migrant programs. Field trips were used to help build instructional programs in the areas of reading, language development, career and cultural awareness.

Examples of field trips were as follows:

Police Department	Library
Fire Department	Circus
National Parks	Planetarium
University	Cheese Factory

Another component that helped to strengthen Utah's basic skills approach was its professional and non-professional teaching staff. Table 7 shows the number of teachers and aides involved in this year's summer migrant program.

TABLE 7

TEACHING STAFF

	TEACHERS	AIDES	TOTAL
Bilingual/Bicultural	20	23	43
Not Bilingual/Bicultural	9	4	13
TOTAL	29	27	56

Utah is proud of its bilingual/bicultural staff which, in the majority of the programs, provided migrant students with instructional help, socialization skills, and cultural understanding in their dominant language, while working toward English mastery.

SUPPORT SERVICES

Health screening was provided by the Family Health Service Division of the Utah State Department of Social Services in conjunction with the Utah Migrant Council. A minimum of nine health screening clinics were conducted. The screenings included physical, audio, eye, dental and other examinations used to define the general health conditions of migrant students.

As shown in Table 8, 58 percent of the students received health screenings.

TABLE 8

HEALTH SERVICES
(Duplicated Count)

	NUMBER SERVED	FOLLOW-UP	PERCENT OF TOTAL
Vision	320	2	59
Audio	319	8	58
Dental	314	14	57
Medical	320	13	59
Nutrition	73		13

Health screening provided a system whereby referrals could be effected in an effort to improve the general health of migrant children. From the screening results obtained from each clinic, the following abnormal findings were placed into the categories listed below: (See Tables 26-34 for individual LEA and total LEA screening statistics).

(1) Medical Referrals - This includes specialist referral or referral to a Migrant Health Clinic physician. It does not include treatment administered by the examining physician. This category also includes referral for auditory failure based on the decisions of the audiologist and examiner.

(2) Dental Referrals - This includes all children needing treatment for caries, missing teeth, dental abscess, or other dental problems and only includes those children categorized as needing emergency or immediate dental care.

(3) Low Hematocrits - This includes those children with hematocrits below 35. It does not indicate the level at which treatment was initiated, as this varied with the child's age and the physician's opinion.

(4) Prescriptions - This includes all prescriptions written and later filled and is an indicator of the number of medical problems treated.

(5) Auditory Screening Failure - This includes all children having abnormal puretone direction tympanometry, or an abnormal acoustic reflex. By itself, this finding is not conclusive. Auditory screening failure can be due to non-optimal testing situations or other non-pathologic situations.

Statistical information for the screening program and individual clinics was obtained by using the Family Health Services copy of the physical examination forms and a copy of the screening summary data form. Referrals from the 320 children screened are listed in Table 9.

TABLE 9

HEALTH SCREENING REFERRALS

REFERRAL	PERCENTAGE OF CHILDREN REFERRED
Dental Referral	32
Medical Referral	8
Low Hematocrit	4
Prescriptions Written	16
Auditory Failure	15

The Utah State Education Agency provided coordination with the Utah Migrant Council and the State Department of Social Services. It did not provide funds for preventive or curative services. Students who were in need of medical care were referred to the appropriate receiving agency.

Transportation was provided for 80% (435) of the total migrant student population. The remaining 20% (112) were brought to school by their parents or were within walking distance.

Food was provided to migrant students by a federal food program. Table 10 indicates the average number served daily from combined migrant programs.

TABLE 10

FOOD SERVICES

	AVERAGE NUMBER SERVED	PERCENT OF TOTAL STUDENTS
Breakfast	305.17	56
Lunch	339.14	62
Snack	339.40	62

SPECIAL AREAS

As indicated in Table 6 supplementary services were provided to migrant students in the areas of physical education, career, cultural and vocational awareness. Academic and non-academic activities were combined to provide a balanced program for the benefit of the students so that migrant children would not drop out of the educational process and would not be deprived of the opportunity for vocational and instructional guidance.

PARENT ADVISORY COUNCILS AND PARENTAL INVOLVEMENT

Parents of migrant students were encouraged to participate in the State Parent Advisory Council (PAC), local PAC meetings and in the educational process of their children.

During the 1981 summer program two State PAC meetings were conducted. The first of these meetings was held July 1, 1981 at Sky View High School in the Cache School District. Fifty-eight persons attended the dinner-advisory meeting with 22 migrant parents present. Program participants separated into two groups - directors and staff in one and migrant parents in the other. Parents discussed Utah's program and their satisfaction with the quality of education their children were receiving. Some parents' comments were as follows:

"We want our children to enjoy school and at the same time enjoy educational activities."

"We want our children to be better then(sic) we were."

"We love our children."

"I don't want my children working in the fields all their lives."

"We are glad that their(sic) is a program of education and recreation for our children during the summer."

The second meeting was held July 14, 1981 at Fillmore Elementary School. Similar in nature to the first meeting, eleven parents expressed their satisfaction with the program's content. Concern over medical examinations was aired as to a doctor's right to treat patients without parental approval.

Local PAC meetings were held in each of the LEA projects. An example of a local PAC meeting as described by the Nebo project director follows:

"On July 16, Thursday, parents were invited to a Back-to-School Day and a PAC meeting. During the morning parents visited classrooms, then they had lunch with their children.

At one o'clock the parents met with the teachers and the principal in the auditorium. The principal welcomed the parents, introduced the teachers and explained the subjects taught. He asked parents for suggestions on how to better the Migrant program and for problems or concerns they might have. All the parents agreed that there were no complaints and that they were very pleased with what was happening in the Migrant program for their children.

Each teacher then explained, briefly, the instructional materials prepared for their children's age group in aiding students to learn reading, math and language development.

All parents showed interest and were enthused about prepared material being used in the classroom. Each teacher had a table which demonstrated what services were being received by their children. The meeting ended at 3:15 p.m. Parents seemed to be very pleased."

Parental involvement, a high priority in Utah's Migrant Education program, was stressed as a component in enhancing migrant projects by encouraging parents to:

become members of a parent advisory council

work with professional staff as volunteer help

visit the school and learn of their children's progress

attend school sponsored events, such as open houses and family night programs

take an interest in children's studies

allow children the opportunity to learn by attending migrant programs

Table 11 indicates the parental involvement in the 1981 program.

TABLE 11

PARENTAL INVOLVEMENT

TYPE OF ACTIVITY	NUMBER
Participated in State Parent Advisory Council	33
Participated in Local Parent Advisory Council	123
Visited Classroom	68
Helped to Supervise Field Trips	10
Talked to Teachers about Children's Progress	107
Attended Social Functions at School	300
Acted as an Aide or Volunteer	6
Active in Recruiting Efforts	66

INSTRUCTIONAL PROGRAM EFFECTIVENESS

Program effectiveness pertaining to student achievement was accomplished through an objective evaluation. A standardized test (Wide Range Achievement Test - W.R.A.T.) was used throughout the summer projects in compiling student achievement data.

As shown in Tables 12-20, achievement data was compiled from three subject areas - math, spelling and reading. These areas reflect the gains made by migrant children during the 1981 summer projects.

As expressed in Utah's application for FY 81, a two-month average gain by 75% of the students was stated as our goal. Table 21 reflects the accomplishment of that goal. All grades K-10 with the exception of grades 2, 6 and 8 were successful in obtaining a two-month average gain in reading, math and spelling.

TABLE 12

ACHIEVEMENT DATA - Beryl

GR	# of Stu-dents	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	5											
1	5	1	20%	P.8	1.0	1.0	1.2	K.0	K.6	1.2	.2	.6
2	4	1	25%	1.9	1.6	1.8	1.3	2.8	2.6	-.3	-.5	-.2
3	2	1	50%	1.9	1.7	1.7	1.4	2.8	2.8	-.2	-.3	-
4	1	1	100%	3.8	3.8	3.0	3.0	2.8	3.2	-	-	.4
5	1											
6												
7	3	1	33%	6.8	8.4	6.0	6.5	6.3	8.2	1.6	.5	1.9
10	2											

TABLE 13

ACHIEVEMENT DATA - Box Elder

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	13	5	39%	.4	.6	NA	NA	.1	.2	.2		.1
1	13	4	31%	1.6	1.7			1.4	2.0	.1		.6
2	21	12	57%	3.1	3.4			2.4	2.4	.3		-
3	14	11	79%	3.2	3.2			2.6	2.8	-		.2
4	10	10	100%	5.0	5.6			4.0	4.2	.6		.2
5	13	6	40%	5.0	5.6			5.0	5.0	.6		-
6	7	1	14%	6.3	5.0			7.1	7.6	-1.3		.5

TABLE 14

ACHIEVEMENT DATA - Cache

Gr	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	7	3	42%	K.0	.6	K.0	K.2	K.1	K.1	.6	.2	-
1	3											
2	2	1	50%	2.1	2.4	1.8	2.7	2.8	3.2	.3	.9	.4
3	1											
4	3	2	66%	5.8	6.4	4.0	4.9	4.1	5.7	.6	.9	1.6
5	4	2	50%	5.6	7.2	4.3	5.8	3.1	4.2	1.6	1.5	1.1
7	2	1	50%	7.0	8.1	7.2	10.9	5.0	5.7	1.1	3.7	.7
9	2	2	100%	12.0	12.9	9.9	12.8	8.1	10.2	.9	2.9	2.1
6	1											

TABLE 15

ACHIEVEMENT DATA - Davis

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	7	NA										
1	1											
2	4	NA										
3	6	5	83%	2.8	2.8	2.7	2.9	2.6	2.9	-	.2	.3
4	5	5	100%	3.3	3.3	3.3	3.3	2.6	3.1	-	-	.5
5	5	5	100%	3.9	3.3	3.7	3.7	3.1	3.5	-.6	-	.4
6	3	3	100%	5.0	5.7	3.9	3.9	4.8	4.9	.7	-	.1
7	2	2	100%	7.6	7.5	5.6	6.2	5.6	5.9	-.1	.6	.3
8	1	1	100%	6.9	6.0	3.3	3.3	6.4	7.2	-.9	-	.8

TABLE 16

ACHIEVEMENT DATA - Jordan

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	8	5	62%	P.4	K.1	1.4	1.8	K.2	K.3	.5	.4	.1
1	9	8	100%	1.3	1.8	1.2	1.5	1.2	2.0	.5	.1	.8
2	19	10	47%	3.1	3.6	2.8	3.0	2.6	3.2	.5	.2	.6
3	13	9	69%	3.8	4.6	3.9	4.3	3.5	3.9	.8	.4	.4
4	11	2	18%	5.1	4.4	5.5	5.9	3.9	4.2	-.7	.4	.3
5	3	3	100%	4.7	4.9	5.1	5.3	3.8	4.0	.2	.2	.2
6	4	2	50%	5.1	5.8	5.4	6.4	4.3	5.2	.7	1.0	.9
7	13	5	38%	5.9	5.9	5.3	5.4	4.2	5.1	-	.1	.9

TABLE 17

ACHIEVEMENT DATA - Millard

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	10	2	20%	K.4	K.6	.5	1.4	P.3	P.2	K.2	.9	-P.1
1	7	7	100%	1.7	1.9	1.5	1.8	1.7	1.5	.2	.3	-.2
2	4	4	100%	2.3	2.6	2.4	2.7	2.7	3.0	.3	.3	.3
3	5	2	40%	5.0	5.3	3.5	4.3	3.8	4.5	.3	.8	.7
4	2	2	100%	3.3	3.8	3.6	4.1	4.0	4.9	.5	.5	.9
5	3	3	100%	6.3	6.4	5.8	6.0	4.7	5.7	.1	.2	1.0
6	3	3	100%	5.4	5.5	4.4	4.8	4.3	5.2	.1	.4	.9
7	5	3	60%	3.3	3.4	3.6	4.6	2.7	3.0	.1	1.0	.3

TABLE 18

ACHIEVEMENT DATA - Nebo

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	25	9	36%	.1	.2	.4	.6	.5	.8	.1	.2	.3
1	10	8	80%	1.3	1.5	1.5	2.0	1.6	1.9	.2	.5	.3
2	11	9	81%	1.6	1.8	1.6	1.8	1.8	2.1	.2	.2	.3
3	14	8	57%	2.4	2.6	2.5	2.8	2.7	3.0	.2	.3	.3
4	8	8	100%	1.5	1.6	2.8	2.7	2.1	2.3	.1	-.1	.2
5	7	4	57%	4.8	5.2	4.0	4.2	4.5	4.9	.4	.2	.4
6	4	4	100%	5.8	6.1	5.1	5.5	5.5	5.9	.3	.4	.4
7	6	4	66%	5.7	6.1	5.1	5.5	5.6	6.0	.4	.4	.4

TABLE 19

ACHIEVEMENT DATA - North Sanpete

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Spelling	Math
K	7	3	33%	.7	.8	.6	.7	.2	.3	.1	.1	.1
1	4	4	100%	.9	1.1	.8	.9	.3	.4	.2	.1	.1
2	4	2	50%	1.5	1.7	1.4	2.1	1.3	1.9	.2	.7	.6
3	4	4	100%	3.2	3.2	3.1	3.1	2.7	2.7	-	-	-
4	3	3	100%	4.5	4.7	3.9	4.3	3.1	3.5	.2	.4	.4
5	5	5	100%	4.5	5.4	4.2	4.4	3.7	4.3	.9	.2	.6
6	7	3	42%	4.0	3.8	3.9	4.1	3.4	3.6	-.2	.2	.2
8	2	2	100%	4.5	4.9	4.0	4.2	3.4	3.5	.4	.2	.1
10	3	2	66%	4.8	5.6	5.0	5.0	4.7	5.2	.8	-	.5

TABLE 20

ACHIEVEMENT DATA - Ogden

GR	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Reading	Average Gain in Years Spelling	Average Gain in Years Math
K	28	13	46%	K.4	K.3	K.4	K.7	K.3	K.6	K.1	K.3	K.3
1	13	9	70%	1.4	2.0	.7	1.5	1.6	2.4	.6	.8	.8
2	17	11	67%	2.8	3.2	2.7	3.6	3.3	3.7	.4	.9	.4
3	16	10	62%	3.3	3.7	2.9	3.0	3.3	4.2	.4	.1	.9
4	12	5	41%	3.9	4.4	3.5	3.5	3.4	4.3	.5	-	.9
5	9	7	78%	4.7	5.2	4.7	5.2	4.1	4.5	.5	.5	.4
6	11	4	36%	4.5	5.1	3.3	3.7	3.8	4.5	.6	.4	.7

TABLE 21

STATEWIDE ACHIEVEMENT DATA

R	# of Students	# of Stud. Tested	% of Total	Reading Pre	Reading Post	Spelling Pre	Spelling Post	Math Pre	Math Post	Average Gain in Years Read.	Spell	Math	# of students meeting state obj. of 75% with 2 months average gain R	S	M
	112	40	37%	K.1	K.4	K.2	K.5	K.1	K.3	.2	.3	.2	X	X	X
	61	41	67%	1.1	1.5	.9	1.8	1.1	1.4	.4	.9	.3	X	X	X
	86	50	56%	2.3	2.4	2.0	2.4	2.2	2.7	.1	.4	.5		X	X
	74	50	68%	3.2	3.4	2.9	3.1	3.0	3.2	.2	.2	.2	X	X	X
	50	38	76%	4.0	4.2	3.7	3.9	3.3	3.9	.2	.2	.6	X	X	X
	50	35	70%	5.0	5.4	4.5	4.9	4.0	4.5	.4	.4	.5	X	X	X
	37	22	59%	5.0	5.1	4.3	4.7	4.7	5.2	.1	.4	.5		X	X
	45	12	27%	7.1	7.7	5.5	6.5	5.5	6.4	.6	1.0	.9	X	X	X
	18	3	17%	5.7	5.4	7.3	7.5	4.9	5.3	-.3	.2	.4		X	X
	4	2	50%	12.0	12.9	9.9	12.8	8.1	10.2	.9	2.9	2.1	X	X	X
	10	2	20%	4.8	5.6	5.0	5.0	4.7	5.2	.8	-	.5	X		X
													72%	90%	100%

Total percent of students meeting state goal of 75% of students gaining two months in reading, spelling and math.

INTER-INTRA AGENCY COORDINATION

The Utah Migrant Education program worked cooperatively with other states that served migrant children. The State Office of Education coordinated activity with such departments and services as the Utah Migrant Council, Employment Security, Food Services, the Department of Health Services and Title I specialists. All the services were used for the benefit of migrant children. Information regarding enrollment, withdrawal, academic progress and medical services was made available to other states by the use of the Migrant Student Record Transfer System.

Local coordination was developed with and through the Bureau of Land Management, county health services, national parks, private and state universities, and private and public concerns in meeting the educational needs of migrant children.

INSERVICE TRAINING

Inservice training was provided to all LEA personnel to help them be aware of the special kind of needs of migratory students. (See Table 22 for inservice training dates). Inservice training included the following:

The SEA Migrant director met with all the LEA administrators Jan. 24, 1981, and provided training on current project applications and gave direction on the upcoming summer program.

A new project administrator was trained May 10, 1981 on administrative procedures and policies and on MSRTS.

A terminal operator was trained in November at a MSRTS inservice workshop in Little Rock, Arkansas.

Inservice training reached 84 professional and non-professional staff May 14, 1981 in the areas of reading, language development, MSRTS, career awareness and skills implementation. (See Table 25 for attendance figures at the State Migrant workshop and Tables 23 and 24 for evaluation of the workshop).

TABLE 22

INSERVICE TRAINING

DATE	LOCATION	TRAINERS	PARTICIPANTS	ACTIVITIES
1/24/81	Salt Lake	SEA Staff	10 LEA Administrators	Project Application
5/14/81	Salt Lake	SEA Staff & National Migrant Staff	84 LEA Staff	Reading, MSRTS, Skills Implementation, Language Development
6/3/81	Davis	SEA Staff	Davis Migrant Staff	Instruction in MSRTS and Administration
6/9/81	Beryl	SEA Staff	Beryl Migrant Staff	Instruction in MSRTS and Administration
6/11/81	Box Elder	SEA Staff	Box Elder Migrant Staff	Instruction in MSRTS and Administration
6/11/81	Ogden	SEA Staff	Ogden Migrant Staff	Instruction in MSRTS and Administration
6/12/81	Nebo	SEA Staff	Nebo Migrant Staff	Instruction in MSRTS and Administration
6/12/81	Jordan	SEA Staff	Jordan Migrant Staff	Instruction in MSRTS and Administration
6/16/81	Cache	SEA Staff	Cache Migrant Staff	Instruction in MSRTS and Administration
6/22/81	Millard	SEA Staff	Millard Migrant Staff	Instruction in MSRTS and Administration
7/1/81	Logan	SEA/LEA Staff	Parents (PAC Meeting)	Needs and Program Implementation
7/14/81	Fillmore	SEA/LEA Staff	Parents (PAC Meeting)	Needs and Program Implementation
7/27/81	N. Sanpete	SEA Staff	N. Sanpete Migrant Staff	Instruction in MSRTS and Administration
11/2/81	Little Rock	Little Rock Staff	Terminal Operator	MSRTS

TABLE 23

EVALUATION OF SEA WORKSHOP
(By 38% of LEA Participants)

UNSATISFIED				VERY SATISFIED	AVERAGE MEAN	WORKSHOP
1	2	3	4	5	4.7	Overall Quality of Workshop
1	2	3	4	5	4.5	Relevance of Topics
1	2	3	4	5	4.4	Opportunity for Discussion
1	2	3	4	5	4.5	Registration
1	2	3	4	5	4.5	Meeting Room Facilities
1	2	3	4	5	3.9	Meals

TABLE 24

EVALUATION OF SEA WORKSHOP SESSIONS
(By 38% of LEA Participants)

UNSATISFIED				VERY SATISFIED	AVERAGE MEAN	WORKSHOP SESSION
1	2	3	4	5	4.8	"Chicken Little is Right" Nancy Livingston's Talk
1	2	3	4	5	3.8	"Who Are the Gifted?" Jewel Bindrup's Talk
1	2	3	4	5	4.2	"Looking Out the Window" Sue Ward
1	2	3	4	5	4.3	MSRTS Records
1	2	3	4	5	4.1	Make It - Take It Workshop
1	2	3	4	5	4.2	Skills Implementation and Training

TABLE 25

LEA STAFF ATTENDANCE AT SEA WORKSHOP

STAFF	NUMBER IN ATTENDANCE	PERCENT OF TOTAL
LEA Administrators	11	100
Teachers	20	70
Aides	17	63
Clerks	4	45
Recruiters	4	45

Each project was visited at the beginning of the program by SEA staff to provide inservice training in operations and technical assistance. The results of site visits by SEA staff follow.

DAVIS INSERVICE - JUNE 3, 1981

Although the visit took place on the third day of the program, it was found to be well organized. Informal reading inventories had been given and students were grouped for reading and math instruction. It appeared that individualized programs would be provided for the students. Students have learned the English language well in the few years that they have been here from Mexico.

The principal and director has great rapport with the students. The lunch program and also the home economics program held in the afternoons for the students should be complimented. This and the typing class are great motivation for the students.

There was a nice balance of activities being provided, such as art, music and physical activities along with reading and math.

It is recommended that concept development, especially in the math area, be the focus of the instruction with the use of workbook pages only as they relate to the development of that concept; workbooks should be used only in a few limited instances.

BERYL INSERVICE - JUNE 9, 1981

The program, in its fourth day, was organized and scheduling was well planned with each teacher being responsible for certain duties. The physical environment was attractive and comfortable. There was a close and warm working relationship between the teachers and students. It was felt the self-image activities the children were involved in were very good.

The concept of measurement was being taught in one-half hour blocks. It is suggested that, for the younger children, this be broken up into three different activities. The content should be very basic in nature. Re-grouping in some of the activities should be looked into so that the students are getting the individual skill development they need.

Some of the children were not responding because the material is too difficult or they haven't been placed appropriately. They need to be seated so the teacher can see each child to make sure they respond.

It is recommended that some basic reading skills for the younger children be done and that the hour of instruction be broken up into ten-minute segments of simple skills, such as numeral recognition, shape and color recognition, patterning and sequencing activities, letter recognition and beginning handwriting activities.

OGDEN INSERVICE - JUNE 11, 1981

The project was visited on the fourth day and was found to be very well organized. There was good coordination among the staff. It appeared that children are being tested and placed appropriately in instructional materials. There was a nice balance of activities. The physical environment is very good.

The staff is bilingual, experienced, warm and supportive.

The cook meets the students' nutritional needs according to their cultural base. She evaluates foods the children eat and eliminates those that they dislike to arrive at nutritional meals that the students will eat.

BOX ELDER INSERVICE - JUNE 11, 1981

There is a good, experienced staff that relates well and is sensitive to the needs of the students. However, the student-teacher ratio is very high for any kind of individualized delivery system. Not only is the student-teacher ratio high, but with the diverse language and cultural backgrounds of the students, teaching becomes extremely difficult. Another aide needs to be hired. Inservice was provided the clerk and recruiter on the importance of keeping the MSRTS files and records up to date.

NEBO INSERVICE - JUNE 12, 1981

The recruitment was going well. The MSRTS clerk understood her role and was following through. Questions were asked regarding eligibility..

The staff was encouraged to plan individualized instruction for the students (delivery one to one and small group). Caution should be exercised when planning activities that utilize ditto material and workbook materials because the directions are often more difficult than the assignment, plus the number of responses are limited. More oral response and direct instruction were encouraged to increase the responses (practices) for students.

The meals were well planned and well balanced. The commercial writing and brainstorming activity was good and lent itself to oral language development skills and writing skills.

The experienced staff is warm and accepting of the students.

JORDAN INSERVICE - JUNE 12, 1981

Excellent leadership is being provided by the project administrator. Recruitment was going well. They requested more inservice on MSRTS as the administrator is having her secretary assist with the clerical work so as to provide program continuity.

It is recommended that testing and placement of students in instructional materials be done as soon as possible. The administrator suggested having the teachers use the GEMS placement tests for reading and math. The diverse grade span differences and skill differences of students provide each teacher with the challenge to develop individualized programs for each student (delivery can be one to one and small group). This should be accomplished as soon as possible.

CACHE INSERVICE - JUNE 16, 1981

The program was visited within the first two hours of the first day. The teacher was assessing the instructional level of the students. The aides were busily engaged in activities with the students in developing numeral and color recognition.

It was suggested that a strong emphasis be placed on language acquisition activities. The aides need direction from the teacher in preparing and presenting activities for the students because they are coming from other programs in the community and they have had no training in instruction.

It was recommended that the Distar language program be used by one of the aides because it is structured and could be used with the non-English speaking students.

MILLARD INSERVICE - JUNE 22, 1981

The program was well organized and the schedule is planned to provide a variety of activities. There was a nice balance. The students seemed to be enjoying school and the team teaching appeared to be a sound approach.

There is community support and good use is made of community resources, e.g., BLM, extension services and the fire department. There are adult basic education classes to support the family needs.

The eligibility forms for each student should be completed by the recruiter from information supplied by the parents and submitted to the State office at the beginning of the program. A copy of the educational records should be distributed to the teachers for their information. The teachers were not using the skills manuals. The skills log sheets could be used to build a profile on each student.

The preschool students should be divided for group instruction. It appeared it would be beneficial to have an aide work with the teacher full time so they could divide up into small groups. The primary curriculum for those students should be language acquisition. The non-English speaking students should have many concrete experiences with language development activities, e.g., pictures of animals, foods, objects, etc. All the preschool students should hear the language used through story reading, games, PE activities, records, etc. Some of the preschool students were ready for reading readiness activities and beginning math activities.

It was suggested an aide be hired to assist the teachers during the time preschoolers are there.

PROVO DISTRICT

Utah's only nine-month Migrant Education program operated in Provo District. Fifty students were enrolled during the traditional September to June timeframe. Students were offered a full curriculum.

The program was monitored December 4, 1980. Following are some of the commendations and recommendations noted in the visit.

There was good commitment by staff. The facilities, classroom teachers and the total involvement was beneficial to learning.

The parents of many of the students return to Mexico two or three times a year. The aide should divide her time between teaching responsibilities and administrative responsibilities when the students are gone. A more specific plan should be identified to define the differences between Title I and Migrant services so duplication or overlapping of services could be prevented.

MONITORING AND EVALUATION

Monitoring and evaluation of migrant projects was an integral part of Utah's program. Monitoring and evaluation visits were used as a guide and reference for SEA/LEA staff in an attempt to improve the quality and organization of migrant education. Scheduling of site visits was compact as the program lasted 6-8 weeks. The schedule was as follows:

Monitoring:

Ogden	June 14	Cache	June 23
Box Elder	June 19	Jordan	June 26
Nebo	June 22	Beryl	July 6
Millard	June 22	No. Sanpete	July 8
Davis	June 23		

Evaluation:

Jordan	July 15	Davis	July 23
Beryl	July 16	Nebo	July 28
Box Elder	July 21	Ogden	July 29
Cache	July 21	Millard	August 3
No. Sanpete	July 22		

The monitoring and evaluation of migrant sites provided a yardstick from which measurement could take place. The evaluation was provided by SEA Title I specialists to assess how migrant education is meeting the special needs of migrant children both instructionally and developmentally.

In reviewing project data from the evaluators, their commendations of existing programs and recommendations for ensuing programs were as follows:

COMMENDATIONS AND RECOMMENDATIONS

CACHE

- o A well organized and administered program. The director and teachers coordinated activities toward children's needs.
- o Materials prepared were not contradictory to the migrant child's culture.
- o Instructional program helped to build self concept in children.
- o Good variety in instructional and recreational activities.

- o There is a real need for inservice training for aides. It is an added burden for the instructor to train the aide when he/she has no previous training.
- o MSRTS needs to be stressed as an important component in recording migrant students' individual progress.

NORTH SANPETE

- o A well organized and administered program.
- o All the teachers were certified and related well to the students.
- o MSRTS was implemented successfully and is functional as per regulations.
- o Good program curriculum.
- o Good variety of recreational and academic activities.

- o There needs to be more utilization of vocabulary in oral language development.
- o Teachers need to read orally to the students on a daily basis.
- o Instructional programs could use more curriculum materials that relate to the cultural base of migrant students. A meeting of all directors during the State workshop could be used as a planning time for curriculum implementation.

NEBO

- o A hard working director and teaching staff.
- o Staff was very positive toward students. They were working with three cultures where the dominant language was not English.
- o Staff was willing to learn and receive instruction and inservice.
- o Instructional program was geared toward student needs in a difficult program where three cultures were intertwined.

- o Aides need instructional training in how to work with students.
- o Dittos should not take up too much of a child's instructional time.

- Individualized instruction records need to be kept. MSRTS skills manuals were suggested as a tool for the implementation of individualized instruction.

- Instructional activities should be changed according to needs every 15-20 minutes.

OGDEN

- Teaching staff was commendable. They exhibited a high level of enthusiasm and were attentive to the needs of the children.

- The project director and outreach recruiter were doing an excellent job. The director consistently and persistently provided a high level of motivation for staff and students. Recruitment was apparent from the large number of children who benefitted from a quality program.

- MSRTS needs to be implemented with instructional program. Skills manuals provide a manageable system through which instructional programs can be implemented.

- More coordination between director and teachers in correcting instructional errors is needed.

DAVIS

- Program provided activities for learning, reading, language development and math.

- Oral language was stressed as the basic component of the program.

- Director provided a warm, friendly atmosphere conducive to learning.

- Schedules were followed and teachers met with the aide every three days, providing continuity in teaching.

- MSRTS was not being fully utilized. The skills manuals would help strengthen and give guidance to the individualized instructional program.

- Students using instructional workbooks need to be monitored more closely for mistakes made so that teacher/aide can reteach.

- Recruitment efforts need to be strengthened. By having recruitment directly under the State Agency, leadership could be provided with continuity in recruitment practices.

MILLARD

- o A well organized and administered program.
- o Teacher and aides follow a set schedule of instruction that includes pertinent curriculum areas of reading, math, language, physical education and cultural awareness activities.
- o MSRTS was implemented and used as an instructional aid pertaining to individualized instruction.
- o Music and life experiences, such as trips to the zoo and home extension activities, were used to develop oral and written English.

- o There is a need to have orientation and inservice provided to staff prior to beginning of the project to outline the program's purpose and role and the functions of staff and support personnel.
- o An additional certified teacher would be an asset to the program.
- o More individualization is needed. Along with this is the need to establish a more visible record of student progress, i.e., strengths and weaknesses.
- o District needs to be reminded that students can be classified and served as migrants for only five years after they leave the migrant stream.

BOX ELDER

- o Teachers are enthusiastic.
- o Food services were nourishing and appealing.
- o Students' work was quite individualized in spite of large enrollment.

- o Classes are far too large. Budget should be increased or funds reapportioned.
- o Normal ratio of teacher to students in migrant program is 1 to 5; Box Elder had 1 to 30 at times.
- o Provide motivating, new materials for students to work with.

JORDAN

- o Teachers and aides meet each day to plan daily instructional plan.
- o Organization of teaching staff with project director was commendable in focusing on areas of need.
- o Parent involvement was a strong component in educating parents as to their children's instructional program and in receiving input as to improving it.

- o A more structured approach to reading needs to be implemented.
- o A workshop before the program begins could be implemented to pre-plan, gather and coordinate instructional activities.
- o Program had a variety of instructional materials but did not vary activities in a time sequential manner, e.g., reading activities should be changed every 15 minutes.

BERYL

- o Teachers followed a set schedule.
- o Interaction between aides and teachers provided coordination and an opportunity for daily planning.
- o Classroom environment was conducive to appropriate educational learning.
- o Director was commended for organizing instructional program according to needs.

- o Director needs to spend more time recruiting or to hire a part-time person for recruitment efforts.
- o Needs more inservice training for aides.
- o Continue to implement and use MSRTS.

TABLE 26

CLINIC TOTALS

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	REPEATS PRESCHOOL	REPEATS TITLE 1	REPEATS TOTAL	
Children	190	37	320	63	510	100	55	164	219	43%
Medical Referrals	13	7	26	8	39	8	3	21	24	
Dental Referrals	166	35	314	65	480	100	54	162	216	
Emergency	9	5	13	4	22	5	1	5	6	
Immediate	46	28	93	30	139	29	13	57	70	
Routine	111	67	208	66	319	66	38	100	138	
Prescriptions	37	19	47	15	84	17	13	22	35	
Otitis	29	15	25	8	54	11	12	14	26	
Pediculosis	3	2	6	2	9	2	0	3	3	
Phar. Infect.	2	1	6	2	8	2	0	1	1	
Vitamins	0	0	2	1	2	5	0	0	0	
Other	3	2	8	3	11	2	1	4	5	
Auditory Screening	185	37	319	63	504	100	55	164	219	
Failure	43	23	40	13	83	16	14	21	35	
Hematocrit	166	35	314	65	480	100	55	164	219	
Low	22	12	13	4	35	7	7	8	15	

TABLE 27

BOX ELDER

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	REPEATS PRESCHOOL	REPEATS TITLE 1	REPEATS TOTAL	
Children	7	13	46	87	53	100	3	35	38	72%
Medical Referrals	0	0	2	4	2	4	0	2	2	
Dental Referrals	7	100	46	100	53	100	3	35	38	
Emergency	0	0	0	0	0	0	0	0	0	
Immediate	3	43	19	41	22	42	1	17	18	
Routine	4	57	27	59	31	58	2	18	20	
Prescriptions	2	29	6	13	8	15	1	4	5	
Otitis	1	14	2	4	3	6	1	1	2	
Pediculosis	1	14	1	2	2	4	0	1	1	
Phar. Infect.	0	0	0	0	0	0	0	0	0	
Vitamins	0	0	0	0	0	0	0	0	0	
Other	0	0	3	7	3	7	0	2	2	
Auditory Screening	7	100	46	100	53	100	3	35	38	
Failure	2	29	5	10	7	13	1	5	6	
Hematocrit	5	71	46	100	51	96	3	35	38	
Low	0	0	2	4	2	4	0	2	2	

TABLE 28

CACHE

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	REPEATS PRESCHOOL	REPEATS TITLE 1	REPEATS TOTAL	
Children	9	47	10	53	19	100	0	2	2	11%
Medical Referrals	0	0	1	10	1	5	0	1	1	
Dental Referrals	8	89	9	90	17	89	0	2	2	
Emergency	3	38	1	11	4	24	0	0	0	
Immediate	3	38	2	22	5	29	0	0	0	
Routine	2	25	6	67	8	47	0	2	2	
Prescriptions	0	0	1	10	1	5	0	0	0	
Otitis	0	0	0	0	0	0	0	0	0	
Pediculosis	0	0	0	0	0	0	0	0	0	
Phar. Infect.	0	0	1	10	1	5	0	0	0	
Vitamins	0	0	0	0	0	0	0	0	0	
Other	0	0	0	0	0	0	0	0	0	
Auditory Screening	9	100	10	100	19	100	0	2	2	
Failure	2	22	1	10	3	16	0	1	1	
Hematocrit	9	100	10	100	19	100	0	2	2	
Low	2	22	1	10	3	16	0	0	0	

TABLE 29

DAVIS

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	REPEATS PRESCHOOL	REPEATS TITLE 1	REPEATS TOTAL	
Children	3	14	19	86	22	100	0	10	10	46%
Medical Referrals	0	0	2	11	2	9	0	3	3	
Dental Referrals	3	100	19	100	22	100	0	10	10	
Emergency	0	0	1	5	1	5	0	0	0	
Immediate	1	33	3	16	4	18	0	3	3	
Routine	2	66	15	79	17	77	0	7	7	
Prescriptions	0	0	2	11	2	9	0	1	1	
Otitis	0	0	2	11	2	9	0	1	1	
Pediculosis	0	0	0	0	0	0	0	0	0	
Phar. Infect.	0	0	0	0	0	0	0	0	0	
Vitamins	0	0	0	0	0	0	0	0	0	
Other	0	0	0	0	0	0	0	0	0	
Auditory Screening	3	100	19	100	22	100	0	10	10	
Failure	0	0	4	21	4	18	0	1	1	
Hematocrit	3	100	19	100	22	100	0	0	0	
Low	1	33	0	0	1	5	0	0	0	

TABLE 30

JORDAN

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	REPEATS PRESCHOOL	REPEATS TITLE 1	REPEATS TOTAL	
Children	30	41	43	59	73	100	12	37	49	67%
Medical Referrals	3	10	9	21	12	16	1	9	10	
Dental Referrals	30	100	43	100	73	100	12	37	49	
Emergency	1	3	1	2	2	3	0	1	1	
Immediate	8	27	11	26	19	26	3	9	12	
Routine	21	70	31	72	52	71	9	27	36	
Prescriptions	11	37	9	21	20	27	4	8	12	
Otitis	11	37	4	9	15	21	4	4	8	
Pediculosis	0	0	3	7	3	4	0	2	2	
Phar. Infect.	0	0	0	0	0	0	0	0	0	
Vitamins	0	0	0	0	0	0	0	0	0	
Other	0	0	2	5	2	3	0	2	2	
Auditory Screening	30	100	43	100	73	100	12	37	49	
Failure	7	23	4	9	11	15	3	3	6	
Hematocrit	30	100	43	100	73	100	12	37	49	
Low	3	10	4	9	7	10	0	4	4	

TABLE 31

MILLARD

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	REPEATS PRESCHOOL	REPEATS TITLE 1	REPEATS TOTAL	
Children	14	40	21	60	35	100	0	16	16	48%
Medical Referrals	1	7	0	0	1	3	0	0	0	
Dental Referrals	12	86	21	100	33	94	0	16	16	
Emergency	4	33	2	10	6	18	0	2	2	
Immediate	6	50	10	48	16	48	0	7	7	
Routine	2	17	9	43	11	33	0	7	7	
Prescriptions	2	14	2	10	4	11	0	1	1	
Otitis	1	7	1	5	2	6	0	1	1	
Pediculosis	0	0	0	0	0	0	0	0	0	
Phar. Infect.	1	7	0	0	1	3	0	0	0	
Vitamins	0	0	0	0	0	0	0	0	0	
Other	0	0	1	5	1	3	0	0	0	
Auditory Screening	12	86	21	100	33	94	0	16	16	
Failure	4	33	2	10	6	18	0	2	2	
Hematocrit	11	79	21	100	32	91	0	16	16	
Low	1	9	0	0	1	3	0	0	0	

TABLE 32

NEBO

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	REPEATS PRESCHOOL	REPEATS TITLE 1	REPEATS TOTAL	
Children	0	0	52	100	52	100	0	18	18	35%
Medical Referrals	0	0	2	4	2	4	0	1	1	
Dental Referrals	0	0	48	92	48	92	0	17	17	
Emergency	0	0	3	6	3	6	0	2	2	
Immediate	0	0	17	35	17	35	0	6	6	
Routine	0	0	28	59	28	59	0	9	9	
Prescriptions	0	0	12	23	12	23	0	3	3	
Otitis	0	0	8	15	8	15	0	2	2	
Pediculosis	0	0	1	2	1	2	0	0	0	
Phar. Infect.	0	0	2	4	2	4	0	1	1	
Vitamins	0	0	0	0	0	0	0	0	0	
Other	0	0	1	2	1	2	0	0	0	
Auditory Screening	0	0	52	100	52	100	0	18	18	
Failure	0	0	8	15	8	15	0	2	2	
Hematocrit	0	0	50	96	50	96	0	18	18	
Low	0	0	0	0	0	0	0	0	0	

TABLE 33

NORTH SANPETE

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	REPEATS PRESCHOOL	REPEATS TITLE 1	REPEATS TOTAL	
Children	4	14	25	86	29	100	1	7	8	28%
Medical Referrals	0	0	3	12	3	10	0	2	2	
Dental Referrals	4	100	25	100	29	100	1	7	8	
Emergency	1	25	3	12	4	14	0	0	0	
Immediate	2	50	3	12	5	17	1	1	2	
Routine	1	25	19	76	20	69	0	6	6	
Prescriptions	0	0	3	12	3	10	0	1	1	
Otitis	0	0	0	0	0	0	0	0	0	
Pediculosis	0	0	0	0	0	0	0	0	0	
Phar. Infect.	0	0	1	4	1	3	0	1	1	
Vitamins	0	0	1	4	1	3	0	0	0	
Other	0	0	1	4	1	3	0	0	0	
Auditory Screening	4	100	24	96	28	97	1	7	8	
Failure	0	0	0	0	0	0	0	0	0	
Hematocrit	4	100	24	96	28	97	1	7	7	
Low	0	0	1	4	1	4	0	1	1	

TABLE 34

OGDEN

	PRESCHOOL	%	TITLE 1	%	TOTAL	%	REPEATS PRESCHOOL	REPEATS TITLE 1	REPEATS TOTAL	
Children	9	13	61	87	70	100	2	21	23	33%
Medical Referrals	0	0	5	8	5	7	0	3	3	
Dental Referrals	9	100	61	100	70	100	2	21	23	
Emergency	0	0	1	2	1	1	0	0	0	
Immediate	3	33	16	26	19	27	1	8	9	
Routine	6	66	44	72	50	72	1	13	14	
Prescriptions	1	11	6	10	7	10	0	1	1	
Otitis	1	11	3	5	4	6	0	1	1	
Pediculosis	0	0	1	2	1	1	0	0	0	
Phar. Infect.	0	0	1	2	1	1	0	0	0	
Vitamins	0	0	1	2	1	1	0	0	0	
Other	0	0	0	0	0	0	0	0	0	
Auditory Screening	9	100	61	100	70	100	2	21	23	
Failure	1	11	7	12	8	1	0	2	2	
Hematocrit	9	100	61	100	70	100	2	21	23	
Low	0	0	5	8	5	7	0	1	1	

APPENDIX

MONITORING

MIGRATORY CHILDREN

A. Regular Monitoring Visits by SEA Personnel to Title I Projects

1. Frequency of Visits (Furnish the following information)

(a) Total number of school districts in which services will be provided under the State's Title I program for migratory children.

Ten school districts will be provided migrant education services.

(b) Number of districts that will be visited.

(1) Each year *Each school district will be visited at least once during the summer.*

2. Selection of Districts to be Visited

Because of the emphasis on all components of migrant education required, school districts need to be reviewed with staff being apprised as to their compliance in areas such as: selection, use of MSRTS, fiscal administration and control, PACs, and general information.

B. Purpose and Scope of Monitoring

Each Title I project visited by the SEA staff will be reviewed for compliance with all applicable Title I requirements, conformity with the approved applications, and evidence of effectiveness including but not limited to a review of evaluation reports. Copies of the SEA's checklists or guides for on-site reviews of Title I projects for migratory children are enclosed.

C. Monitoring Reports

1. Issuance

"Within 45 days after a project has been visited, the SEA will issue its monitoring report to the agency conducting the project. That agency will be directed to respond within 30 days after it receives the report."

School District _____

Date of Visit _____

Program Reviewer _____

UTAH STATE MIGRANT EDUCATION PROGRAM
Monitoring Instrument

GENERAL DATA

Enrollment:

1. Anticipated _____
2. Current _____

MSRTS:

3. Number with valid eligibility _____
4. Number entered on MSRTS _____
5. Services encoded on student sample forms _____

instruction _____ testing _____ health _____

Staffing:

	Number currently employed
6. Supervisors	_____
7. Teachers	_____
8. Instructional Aides	_____
9. Home Visitors	_____
10. Records Clerk	_____
11. Bus Driver	_____
12. Cook	_____
13. Nurse	_____
14. Custodian	_____
15. Fiscal/Clerical	_____
16. Other (specify)	_____

Comments: _____

_____

_____

GENERAL INSTRUCTIONAL

Yes___ No___ 17. Duty schedules kept including time period, service and name of students served.

Yes___ No___ 18. Instructional personnel decode and encode information on MSRTS.

Yes___ No___ 19. WRAT test administered to all migrant children enrolled in a program over 20 days.

Yes___ No___ 20. Sufficient and appropriate materials are available in the classroom to meet instructional objectives.

Yes___ No___ 21. Coordination exists between regular and migrant resource teacher where applicable.

Yes___ No___ 22. Teacher/Pupil ratio is ___:___

Yes___ No___ 23. Services provided to migrants can be classified as supplementary.

Yes___ No___ 24. Evaluation data collected.

Comments: _____

_____

INSTRUCTIONAL PROGRAM

Oral Language Development: Primary Test _____

Yes___ No___ 25. Individual student folders and class profiles indicating language dominance and assessment are maintained.

Yes___ No___ 26. There is continuous formative assessment of child's development of language.

Yes___ No___ 27. Formative assessment data is utilized in developing prescriptive activities.

Comments: _____

_____

Reading: Primary Test _____

Yes___ No___ 28. Students are placed at the correct instructional reading level as indicated by acceptable word recognition, comprehension, and fluency standard while reading in graded connected reading materials.

Yes___ No___ 29. Children are assigned to skills objectives as assessed by teachers' continuous diagnosis.

Yes___ No___ 30. Continuous skills and level assessment is evidenced by the teacher maintaining a system of documentation for each student.

Yes___ No___ 31. Students have sufficient oral English to show promise of continued success in English reading.

Yes___ No___ 32. Materials are organized in a sequential difficulty order according to specific skills.

Yes___ No___ 33. Students are receiving reading instruction in their dominant language.

Yes___ No___ 34. The migrant child's culture and interests are reflected in teacher-made materials.

Yes___ No___ 35. Planned opportunity exists for students to read independently in materials of their own interest.

Comments: _____

_____

Mathematics: Primary Test _____

Yes___ No___ 36. An educational plan including assessment and student profiles is maintained for every student.

Yes___ No___ 37. Prescribed activities are based on individual student assessment.

Yes___ No___ 38. Individualized or group activities are planned as a result of assessment.

Yes___ No___ 39. Student is afforded an opportunity to apply problem solving processes.

Comments: _____

_____

Migrant Teacher Aides:

Yes___ No___ 40. Migrant teacher aides are serving only migrant children or correct percentages according to proration.

Yes___ No___ 41. Migrant instructional teacher aides are performing instructional duties under the supervision of a teacher.

SUPPORT SERVICES

Nutrition:

42. Services provided (X) breakfast___lunch___other___

Yes___ No___ 43. Utilizing regular lunch processes and resources

Comments: _____

_____

Health Services:

Screening:

	Total Number	In Process(X)	Completion Date
44. Vision	_____	_____	_____
45. Hearing	_____	_____	_____
46. Dental	_____	_____	_____
47. Physical Exam	_____	_____	_____
48. Immunization	_____	_____	_____

Follow-up Services:

49. Emergency care: _____(number of service)

50. Type:_____

51. Referrals:_____(number)

52. Type:_____

Comments: _____

_____

UTAH STATE OFFICE OF EDUCATION
250 East 500 South
Salt Lake City, Utah 84111

MIGRANT EVALUATION REPORT
FOR SCHOOL YEAR ___ AND ___

PROGRAM IDENTIFICATION

1. School District	2. Street Address	
3. City or Town	4. County	5. Zip Code
6. Brief Title of Program		7. Fiscal Year

CERTIFICATION

I hereby certify that, to the best of my knowledge, the information contained in this report is complete and correct.

8. Name and Title of Authorized Representative	9. Signature
10. Date Signed	11. Telephone
12. Name and Title of Person Completing this Report	13. Telephone
14. Opening Date: Closing Date:	15. School Term (Check one) School Year ☐ Summer ☐ Year Long ☐

16. Fiscal Year Funds used to finance this program FY___ and FY___

17. Number of schools and institutions by instruction level

	Preschool	Elementary	Middle	Jr. High	Senior High School
Public					

UTAH MIGRANT EDUCATION PROGRAM

EVALUATION FORM

School District _____ Date _____

Project Location _____

Person Responsible for Evaluation: Name _____

Signature _____

Section I: Children Served

A. Number of migrant students participating in summer program (unduplicated count).

Grade Level	Male	Female	Interstate	Intrastate	5-Year	Total
K						
1						
2						
3						
4						
5						
6						
Sub-Total						
7						
8						
9						
10,11&12						
TOTAL						

Section I (Con't)

B. Indicate the average daily attendance of students served by combined programs

_____ .

C. How many migrant children were enrolled in last year's program

_____ ?

Section II: Instructional Services

A. Indicate the number of migrant students who are receiving educational services in the following areas:

Reading	_____
Math	_____
Language development	_____
Physical education	_____
Career counseling	_____
Vocational learning	_____
Other: _____	_____

B. Indicate the number of teachers/aides who are bilingual/ bicultural.

	Teachers	Aides	Total
Bilingual/Bicultural	_____	_____	_____
Not Bilingual/Bicultural	_____	_____	_____
TOTAL	_____	_____	_____

C. Number of students who are involved in English as a Second Language

_____ .

D. Indicate by informal judgment the number of students whose primary language is:

English	_____	Spanish	_____
Asian	_____	Other	_____

Section II (Con't)

E. Indicate the teacher to student ratio _____.
(Divide the average daily attendance figure by the number of teachers).

F. Indicate the teacher/aide to student ratio _____.
(Divide the average daily attendance figure by the combined number of teachers and aides).

Section III: Support Services

A. Health Services

	Number Served	Treatment Provided	Follow-Up
Screening			
Vision			
Audio			
Dental			
Medical			
Other			

B. Food Services

	Number Served	Percentage of Total Students
Breakfast		
Lunch		
Dinner		
Snack		

Section III (Con't)

C. Indicate the number of students receiving transportation to program

_____ Percentage _____

D. Parental Involvement

Type Activity Where Parents Were Involved	Number Involved
Participated in State Parent Advisory Council	_____
Participated in local Parent Advisory Council	_____
Visited classroom	_____
Helped to supervise field trips	_____
Talked to teachers about child's progress	_____
Attended social functions of school	_____
Acted as aides or volunteers	_____
Active in recruiting efforts for Migrant program	_____

Comments:

Section IV: Inter - Intra Agency Coordination

A. Indicate agencies that assisted directly or indirectly with your Migrant program:

- ☐ Title I projects other than Migrant
- ☐ Health (State Office)
- ☐ Health (County Office)
- ☐ Federal program other than Migrant
- ☐ State program
- ☐ Community program
- ☐ University

Section IV (Con't)

If you marked any of the above, please name and indicate the type service provided and its quality.

_____

_____

_____

B. SEA Contact: Yes _____ No _____

If yes, indicate what type contact.

☐ SEA Workshop

☐ Inservice

☐ Written communication

☐ Program visitation

How might the SEA better serve you in the future?

_____

_____

END

DEPT. OF HEW

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DATE FILMED

MAY 7 1982